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GRADE 12 DIPLOMA EXAMINATION

English 33

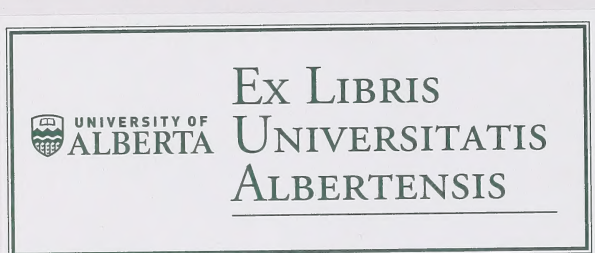
Part A: Written Response

June 1991

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**GRADE 12 DIPLOMA EXAMINATION
ENGLISH 33**

Part A: Written Response

DESCRIPTION

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **THREE** sections:

	Page Number
Section I: Personal Response to Literature Suggested time: 75 minutes Value: 50% of this examination	2
Section II: Functional Writing Suggested time: 45 minutes Value: 30% of this examination	13
Section III: Response to Visual Communication Suggested time: 30 minutes Value: 20% of this examination	22

TOTAL TIME: 2½ hours

INSTRUCTIONS

- Read the **WHOLE** examination before you begin to write.
- Follow instructions carefully.
- Complete **ALL** sections.
- Space is provided in this booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use a nonelectronic English language dictionary and a thesaurus, but you may not use any other reference materials.
- Budget your time carefully; the suggested time for each section is a guideline for you.
- Do not write your name anywhere in this booklet.

JUNE 1991

SECTION I: PERSONAL RESPONSE TO LITERATURE
(Suggested time: 75 minutes)

Read the excerpt from the short story "Dry Storm" and complete the assignment that follows.

from DRY STORM

JACK STETTLER was riding his horse hard across barren ranchland in central British Columbia, when his horse had a heart attack and fell on him. STETTLER's leg was sprained and his shoulder broken.

STETTLER, who lives alone, knows that his absence might go unnoticed for a week or a month. He has made camp for the second night, trying to find his way to his neighbor's ranch.

The stars came out during the night and it froze.

At dawn, Jack Stettler broke ice in his boothole¹ to drink again.

Since there was a dawn in the clear air he could take direction. To the south, he knew, he must cut creeks, trails or tracks. He walked due west for half a mile to place himself beyond the edge of the nameless muskeg and then, carefully placing one foot in front of the other, began to walk south. His stomach ached from hunger and he was now very tired. His odds, he felt, had dropped again. They were now no better than even money.

He counted as he walked. Five hundred paces slow walk. Five hundred paces fast. Two hundred paces at a trot. At the end of each sequence he leaned against a tree, breathing deeply and did not move again until the freezing air penetrated and he was near to shivering.

Moving slowly, he detoured from time to time around small swamps and deadfall or thick, second-growth pines. He made for the south.

The sky clouded again and light, fine snow began falling, but before this took away his sun, he had hit the edge of a large opening, rimmed with the sharp spires of a thousand spruces and recognized that he had hit the Ildash.

The Ildash he knew. It was a region of swamp, meadow and forest which made a patchwork triangle north of the ranches of Frenchie and Smith. By bearing right, he should find Frenchie's creek.

What he could not estimate was the energy that remained in his body to walk those miles.

Without a broken shoulder, or in milder airs or with better boots, he might have been able to travel for days. But his was a small body. The energy reserves were scant. He had, he knew, used a lot of that treasure and he did not know how much remained. There was no longer any pain. The brain had long since manufactured enough endorphins to cancel out all the agony of the broken shoulder and, with it, all the bobwire cramps that go with prolonged hunger.

But the lack of food had cost him heavily. He knew that. His body's meager supply

Continued

¹boothole — a hole in the ice made by using the heel of a boot

of fat had quickly been burned away and he was burning calories from muscle tissue.

He now calculated his chances as being no better than one in four.

Stettler trotted, he walked, he stood, he walked, he trotted and he stood again, and the easy snow came down upon him. He did not let himself sweat, and his thoughts, encased as he was within a soft white world of a few hundred feet visibility, remained essentially tranquil. He knew only that one more walk, one more trot, would bring him to a trail, a fence, a wagon road, which would border on Frenchie's place.

At the end of more than four hours he finally found something familiar, although it took a minute or more for him to adjust his mind to what he saw. It was the embers of his own campfire. "I'll be damned," he said. It was his only comment. Stettler was not a complaining man.

He again started walking, again making south as he could best perceive it to be. He shambling, lurched and sometimes fell but never wavered in his purpose nor, as he imagined it, lost his capacity for calm, rational and logical thought.

Paul St. Pierre,
Contemporary Western Canadian writer

THE ASSIGNMENT

We show what we are like by the ways in which we deal with difficult situations in life. In the excerpt from "Dry Storm," Stettler's character is revealed through the way in which he deals with his situation.

WHAT CHARACTER TRAITS HAVE YOU OBSERVED IN PEOPLE WHO ARE FACED WITH DIFFICULT SITUATIONS?

In your writing, you should

- consider Stettler's response to his situation
- use your own observations and/or experiences

You may also refer to other literature you have studied.

Present your ideas in PROSE.

Pages are provided for planning and drafting and for your revised work.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6, 8, and 10.

Section I: Personal Response to Literature

REVISED WORK

[illegible]

There is additional space for Revised Work on pages 7, 9, and 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 8 and 10.

Section I: Personal Response to Literature

REVISED WORK

100

There is additional space for Revised Work on pages 9 and 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 10.

Section I: Personal Response to Literature

REVISED WORK

[illegible]

There is additional space for Revised Work on page 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

GO ON TO SECTION II

SECTION II: FUNCTIONAL WRITING

(Suggested time: 45 minutes)

Read the information below and complete the assignment that follows.

The following advertisement appeared in the classified section under HELP WANTED in the Thursday, June 6, 1991, edition of the *Nalwen News*.

U-SAVE RENT-A-CAR — an Equal Opportunity Employer is establishing a new office in Nalwen. Several part-time and full-time openings are available for the right applicants. Applicants must be alert, personable, self-motivated, and capable of working without supervision.

- **COUNTER PERSONS** require good telephone skills and the ability to deal well with people. Computer experience and typing would be an asset.
- **BOOKKEEPING/ACCOUNTS PERSONS** require accounting skills, some computer experience, and organizational skills.
- **VEHICLE MAINTENANCE PERSONS** must have a strong mechanical aptitude and must have completed courses in basic automotives.
- **CAR VALETS** for the pick-up and delivery of vehicles require a valid driver's licence.

On-the-job training will be provided. All applicants must be prepared to do shift work. U-SAVE provides a competitive wage scale and a comprehensive benefits package.

Apply in writing, stating what you believe qualifies you for one of these positions, to Ms. Cynthia Melnyk, Personnel Manager, U-Save Rent-a-Car, Box 1172, Nalwen, Alberta T5J 4T3.

THE ASSIGNMENT

In the space provided, write a letter of application for **ONE** of the positions described above.

PLEASE NOTE: Letter format has been provided beginning on page 15.
Sign your letter PAT JONES.

Continued

Section II: Functional Writing

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 16 and 18.

Section II: Functional Writing

REVISED WORK

609 Nalcreek Drive
Nalwen, Alberta
T9R 3P3

June 7, 1991

Ms. Cynthia Melnyk
Personnel Manager, U-Save Rent-a-Car
P.O. Box 1172
Nalwen, Alberta
T5J 4T3

Dear Ms. Melnyk:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 17 and 19.

Section II: Functional Writing

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 18.

Section II: Functional Writing

REVISED WORK

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There is additional space for Revised Work on page 19.

Section II: Functional Writing

PLANNING AND DRAFTING

Section II: Functional Writing

REVISED WORK

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GO ON TO SECTION III

SECTION III: RESPONSE TO VISUAL COMMUNICATION



Continued

SECTION III: RESPONSE TO VISUAL COMMUNICATION
(Suggested time: 30 minutes)

Examine the photograph on page 22 and complete the assignment below.

THE ASSIGNMENT

What idea(s) does the photographer communicate with this photograph? Explain how the details in the photograph and the photographer's choices reinforce the idea(s).

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 24 and 26.

Section III: Response to Visual Communication

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 26.

Section III: Response to Visual Communication

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 27.

Section III: Response to Visual Communication

PLANNING AND DRAFTING

Section III: Response to Visual Communication

REVISED WORK

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NAME:

(FIRST NAME)

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SCHOOL:

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